

Curriculum Kit

Lesson Plans

Kindergarten – 8th Grade





Overview

Kindergarten to 8th grade

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For students to understand the Holocaust as an integral part of their Judaism, but not be overwhelmed by it, we must integrate the Holocaust into their Jewish studies from the beginning. These supplementary programs will build a foundation of understanding which will help them face the more difficult material they will get later (often in 8th grade or high school). These lessons are designed to:

- ✧ Be age-appropriate,
- ✧ Emphasize courage and inner strength, with a focus on spiritual resistance,
- ✧ Place the stories of the Holocaust in context of Jewish life outside the Holocaust,
- ✧ Use the stories of individuals to bring the Jews in the Holocaust to life.

This guide includes lesson plans for all supplementary programs in this kit.

Notes

1. **Keeping it age-appropriate:** There are many considerations for keeping the curriculum age-appropriate, especially in the younger grades. We have included some suggestions for you.
2. **Using this with the ISJL (Institute of Southern Jewish Living) Curriculum:** If you are using the ISJL curriculum as your main religious school curriculum, you will find notes to help you integrate the programs throughout this booklet. For instance, we recommend ISJL customers use *Circles* in 4th grade and *Children in the Ghetto* in 5th.
3. **Regarding parents:** It is wise to keep the parents apprised of what is happening when introducing a new Holocaust program. We recommend discussing it with them well in advance of implementing the program. Parents also need to know how to talk to their children in age-appropriate ways. We have therefore included a sample parent handout for you to use.

Classroom Curricula

- *Kindergarten to Grade 1: To my dearest Tommy, for his Third Birthday in Terezin, January 22, 1944*
- *Grade 2: My Doll*
- *Grade 3: I Wanted to Fly Like a Butterfly*
- *Grade 4 or 5: Children in the Ghetto*
- *Grade 4 or 5: Circles*
- *Grade 6: Responsa from the Kovno Ghetto*
- *Grade 7: Through Our Eyes and Return to Life*
- *Grade 8: The Daughter We Had Always Wanted*

Yom HaShoah Programming

- *Grades pre-K to 2: Say Something*
- *Grades 3 to 5: Keeping the Memory Alive*
- *Grades 6 and up: Light from the Darkness*



Staying Age-Appropriate

Overview

When we are teaching young children about the Holocaust, we must be very careful how we go about it. We are not trying to traumatize our students. We are trying to help them learn. Here are some tips and tricks to keeping things age-appropriate.

Cardinal Rules for All Ages

DO	DO NOT
<p>Help your students understand</p> <p>Tell <u>true</u>, <u>age-appropriate</u> stories that help your students understand what happened.</p>	<p>Rather than making them cry</p> <p>Do not attempt to make your students <u>cry</u> by telling the <u>most horrific</u> stories, or feeling the need to tell them the <u>whole</u> story at every age.</p>
<p>Teach through empathy</p> <p>Ask your students to try to empathize – to understand how the <u>people</u> felt.</p>	<p>Not through role-play</p> <p>Do not try to make your students contemplate how <u>they</u> would have felt in those situations.</p>
<p>Allow your students to react naturally</p> <p>Help your students <u>express</u> the emotions this brings up, whatever those may be.</p>	<p>Not to be solemn and quiet (or “strong”)</p> <p>Do not expect your students to <u>hide</u> their emotions, or to “be strong” or “able to handle it.”</p>
<p>Allow your students to ask questions</p> <p>Even if those questions do not seem to be age-appropriate. Answer them simply and straightforwardly, and move on.</p>	<p>Rather than avoiding answering</p> <p>Do not suggest that some answers are too scary for them, as this only makes those questions more interesting.</p>

Safety Nets

Here are some safety nets we maintain for our younger students:

- ✧ **Tell stories of survivors, starting with the protagonist as a grown up wanting to tell us about something that happened when they were young.** This way our students never worry about whether the protagonist in the story will get through the difficulties.
- ✧ **Emphasize that this happened a long time ago in a faraway place.** By adding distance, we reduce the likelihood that the students will become fearful something similar could happen to them. *(Note that we may want middle and high schoolers to consider this issue but it is too traumatic for elementary schoolers.)*



- ✧ **Emphasize that the children had loving families.** For the youngest students (K-3), those families remain intact throughout the story. This safety net recognizes that for children, *safety is not in a place but with people, especially family.*

Tips

Here are some tips for the best outcomes.

- ✧ It often takes students some time to process the material. They may have questions that come up later, or have spoken to an older sibling or parent, who brought up something else. Here are two hints for helping them with that processing:
 - **Have the regular classroom teacher teach these lessons.** This way, students feel they have a resource to go back to when they have questions at a later time.
 - **Make sure you have at least one class after the final lesson of the unit, preferably the following week.** Do not teach your final lesson on the final day of classes. Be sure that you have a class after they have completed the unit so they can come back and ask questions.
- ✧ The Holocaust is heavy material that takes a lot of focus. Know your students' limits. Here are some hints for taking this into account:
 - **Expect these lessons to take multiple classes.**
 - **In each class, stay within your students' natural attention span.** Use no more than one block of their attention on this material.
 - **Do not devote the entire class to the Holocaust.** Use one block of attention, and then move on to something else, preferably something lighter.

Expectations

Every class is different and teachers should determine what is age-appropriate based on their knowledge of the maturity of their class. Nonetheless, here is an idea of what you can expect to be appropriate at each level. Try to avoid mentioning ideas that are only age-appropriate at older ages.

Grade	Age-appropriate material
All Ages	Life before the war; Life after the war
K-2	Moving to the ghettos; Hiding; Intact families (although one parent may be lost)
3-5	Living in the ghetto; Living in hiding; Kindertransport; Broken families
6-8	The difficulty of life in the ghetto; Deportation; Labor Camps
9-12	Mass murder, including gas chambers and killing pits
College/Adult	Medical experiments (e.g. Mengele)



*For Parents:
A New Holocaust Education Program*

We are very excited to bring a new program for teaching the Holocaust to our religious school. We will be using a comprehensive, age-appropriate curriculum based on stories of Jewish resilience. The program includes all ages, from Kindergarten through 8th grade, including Yom HaShoah programming.

What is new about this program?

The new program has several features:

1. **It is designed to be age-appropriate and non-traumatic.** At each age, we present only the aspects that the students can handle. We expect them to come out of these lessons sad but not traumatized.
2. **It is designed to tell the stories using the victim's voices, not merely the propaganda of the perpetrators.** The movies and information put out by the Nazis had an agenda – to dehumanize the Jews. When we look at the diaries of the victims and the stories told by survivors, we see a very different story – the story of Jews holding onto their culture and their humanity in the face of terrible evil and total chaos.
3. **It puts the people in their context.** Rather than presenting the idea of 6 million faceless people to whom horrible things were done, we present individual stories which include who these people were before the war and what happened to them after. This humanizes our story.
4. **It is thematic, rather than historical.** We concentrate on the spiritual resistance of trying to maintain a normal life in a world of chaos. Most importantly, we focus on how they worked to maintain their children's education and their Jewish practice.

Our key lesson in this program is that **the Holocaust is something that happened to us but it does not define us as Jews.** Rather, **understanding how they held onto their Judaism enriches our Judaism.**

Why do We Need to Talk to Young Children about the Holocaust?

We all acknowledge that we must remember what happened during the Holocaust. There are, of course, many reasons to remember: to guard against it ever happening to anyone again, to remember the lost families, to remember the lost cultures, to enhance our own practice of Judaism through an understanding of how they fought for theirs.

What is less clear is how we should teach it to our children. Many of us remember how difficult it was to learn about these horrors and the effect it had on us. Few of us want that for our children. When is the proper age to start discussing this? We do not want to traumatize our



students at any age. Trauma does not lead to learning but rather shuts it down. Everything we teach must therefore be age-appropriate.

We have chosen to follow the lead of Yad Vashem and the Teach the Shoah Foundation. The proper age to discuss the depth of the horror (the mass-murder, for instance) is high school. However, if we wait until high school to discuss the Holocaust at all, we give our students no foundation on which to lay this horror, leading to shock rather than understanding. We therefore must start discussing aspects of the Holocaust at a much younger age.

Discussing the Holocaust with young children takes careful planning. At the youngest ages, we can teach about ghettos and the loss of home or freedom, without teaching about the loss of family, which is much more difficult for them. The lessons we will be using are carefully aimed at each age group, designed to present age-appropriate material without being traumatic. By using these materials, we will give our students the foundation they need to be able to handle the more difficult material they will get in the high school program.

Our New Holocaust Program

- Grades K to 1: *To my dearest Tommy, for his Third Birthday in Terezin* (moving to the ghetto)
- Grade 2: *My Doll* (children in hiding)
- Grade 3: *I Wanted to Fly Like a Butterfly* (hiding with non-Jews)
- Grade 4/5: *Circles* (Jewish practice during the Holocaust)
- Grade 4/5: *Children in the Ghetto* (life in the ghetto)
- Grade 6: *Responsa from the Kovno Ghetto* (rabbinic responses to difficult questions)
- Grade 7: *Through Our Eyes* and *Return to Life* (overview of life before, the isolation of the Jews with the yellow star, the ghettos, the labor camps, and life after the war)
- Grade 8: *The Daughter We Had Always Wanted* (children hiding by pretending to not be Jewish and issues of Jewish identity)
- Yom HaShoah programs:
 - Grades Pre-K to 2: *Say Something* (an anti-bullying program)
 - Grades 3 to 5: *Keeping the Memory Alive* (a poster-session designed to allow the students to respond to what they have learned)
 - Grades 6 and up: *Light from the Darkness* (a seder-like ceremony designed to commemorate the Holocaust by focusing on its lessons)



How to Talk to Your Children about the Holocaust

As we begin to talk to your children about the Holocaust in Religious School, you can expect that they will bring home questions. Here are some pointers as to how to deal with some of these questions.

- **Most importantly, be open to all their questions and emotions.** These are difficult issues, and it is essential that they feel comfortable discussing them with the adults in their lives. If we make them feel like they cannot ask questions, already difficult issues will become traumatic. Be open to discussing what they have heard in class and listening to their feelings. Don't be surprised if one of the feelings they express is anger.
- **Try to keep your answers age-appropriate.** Remember that we are not trying to upset our children or make them cry. Remember also that it is not necessary for children to know the whole story at every age. They will learn the whole story eventually.

You may find that some of the questions they ask do not have age-appropriate answers, (e.g. if they have heard something from older students). The best way to deal with this is to answer the questions with short, flat answers (e.g. "Yes, that's true."). These types of answers, if delivered in a flat tone of voice, tend to discourage further questions. It is important to always answer the questions, however, and not give them the idea that they have brought up something that is shameful or too scary to discuss.

- **With younger children, try to maintain some safety nets.** Examples of safety nets (depending on the age of the children):
 - The stories we tell the younger children are about survivors – the children in these stories survived these experiences, grew up, and are mostly grandparents now.
 - This happened a long time ago, in a faraway land.
 - The children in the stories for the younger students (grades K-3) still had intact, loving families. Even the children living in the ghetto or in hiding (grades 4-5) had parents who loved them. Remember that an intact family and loving parents makes an enormous difference to the security of a child.
- **Do not ask your children to try to understand how it felt to experience these things.** We and our children cannot understand the incredibly difficult experiences these people went through, and the attempt is traumatic. Ask instead how they think the people in the story felt. This teaches empathy while maintaining distance.
- **Feel free to come to us if you have questions about how to deal with something your child brought home.** There are many additional sources and materials we can provide you with, along with support and help from our trained teachers and program leaders. Please do not feel as if you have to deal with these issues alone.

Classroom Curricula





Tommy

For Kindergarten to 1st Grade

This lesson plan was adapted by Violet Neff-Helms and Deborah Fripp for the Teach the Shoah Foundation from Lea Roshkovsky and the instructors at Yad Vashem.

Objective: Introduce the idea of the ghetto in an age-appropriate way.

Estimated time: 10-15 minutes per lesson focused on Tommy, for 3 to 5 lessons
plus 1-5 min/week to include Tommy in other lessons

Essential lessons

- Once, many years ago, Jews in Europe had to move into ghettos, areas of cities with walls, where the rooms were crowded and some foods were not available.
- Even in the ghettos, parents did their best to maintain normal life for their children.

Materials:

- *To my dearest Tommy, for his Third Birthday in Terezin, January 22, 1944,* by Bedřich Fritta – kit, includes a soft-cover book and 52 postcards

Procedure overview:

1. Over the course of the year, get to know Tommy by including him in your class
 2. On or near Yom HaShoah, tell the story about Tommy's birthday in the ghetto
- *Option: in Kindergarten, only do Part 1. Bring Tommy back in Grade 1 and do both parts. This way, Tommy will be familiar to the students already when they reach Grade 1.*

Procedure part 1: Getting to Know Tommy (throughout the year):

- Start by introducing Tommy to the students without talking about the Holocaust. Start by talking to the class about the fact that their parents, and their teachers, were once children. As children, they did many things that they share with us now. Then tell the students of a man who had a special childhood.
- Give each student 3 to 5 cards. Have the students make up stories that Tommy might have told about the pictures. Most of the pictures have no specific Holocaust theme to them – they are pictures of means of transport (riding a turtle!), animals, or types of food. *Do not mention the Holocaust at all here. The students will not tell Holocaust stories because they have no context for that yet.*
- Spend a little time every week talking about Tommy and making him part of the class. *Option:* draw Tommy on the board doing something related to that week's lessons.



Procedure part 2: *Tommy's Birthday in the Ghetto*
(on or near Yom HaShoah or Holocaust Memorial Day):

- Hold the following pictures out for this story:
 - "My dearest Tommy!" – birthday cake
 - "To my dearest Tommy..." – looking out ghetto window
 - "Tommy's sleepy!" – sleeping behind a curtain
 - "To the table!" – sitting at the table, looking unhappy
- Tell the following story using those pictures:
 - Tommy is all grown up now but he wanted me to share a story with you about something that happened to him when he was little.
 - The story starts many, many years ago, in a country far, far away – there lived a little Jewish boy named Tommy.
 - [*Ghetto window picture*] When Tommy was little, he had to move with his mommy and daddy and many other friends into a ghetto.
 - A ghetto is a place near the city but not really in the city, and it is surrounded by walls. This ghetto was called Terezin.
 - You can see that it's winter now, but it will be spring soon, and there will be leaves on the tree out there.
 - Everything Tommy owns he had to bring with him in that one suitcase.
 - *You could talk about what Tommy might have brought in the suitcase. Do not ask what they would put in the suitcase.*
 - [*Tommy sleeping*] There were many, many people in the ghetto and not enough room, so many people had to sleep in in the same room.
 - Now, Tommy's mother loved him very much, and she wanted to give him his own space, so she found a piece of cloth and hung it up.
 - That way when he went to sleep, he had some space to himself, even though he was in a room with a lot of other people.
 - [*Empty table*] Tommy was hungry. It was very hard to get food in the ghetto
 - His Mommy and Daddy tried their best to get him the food he wanted but sometimes they couldn't.
 - Tommy was upset because he didn't have as much food as he wanted or the type of food he wanted. He thought it was boring.
 - [*Birthday Cake*]
 - *To start with, just show them this picture. Give them a chance to talk about their own birthdays and what kinds of cake they had.*
 - It was Tommy's birthday.
 - Remember, there was a wall, and not enough food, and everyone was hungry. It was really hard to get some kinds of food.



- Tommy's Mommy wanted to make him a birthday cake, but she couldn't get the stuff she needed – the flour and sugar and butter.
- But Tommy's Daddy was a painter so he painted Tommy a birthday cake instead, and made this whole book of paintings as a birthday present.
- *Be sure to present this as a positive/exciting development, and not as a disappointment that there was no cake.*
- *Depending on the age and maturity of the children, at this point you can also read Tommy's testimony from the beginning of the book, which tells about what happened to his parents (who were deported and died) and how he survived the war.*

Notes on staying age-appropriate:

- Discuss this as a story that Tommy, who is now an old man, wants to tell them about what happened when he was young. By starting in this way, we make it clear that Tommy survives whatever happens to him and grows up.
- Be sure to say that he moved to the ghetto *with his parents*.
- Talk about this as something that happened to Tommy *a long time ago in a faraway place*. This prevents them from fearing it might happen to them.
- Be sure to talk about how *Tommy's mommy and daddy loved him very much*. For children, home is not a place but wherever your loving family is.
- Never ask them to think about what they would do in Tommy's place. Ask instead what they think Tommy did.



My Doll

For Grade 2

This lesson plan was developed by Deborah Fripp for the Teach the Shoah Foundation based on Yad Vashem's teacher's guide.

Objective: Introduce the students to the idea of children in hiding during the Holocaust.

Estimated time: 15 to 20 minutes per class, for 4 to 6 classes

Essential lessons:

- Imagination and creativity were essential to the coping process for children hiding during the Holocaust.

Materials:

- A computer with an internet connection.
- (Optional) A projector to project the story on the wall.

Procedure

- Access the story: www.yadvashem.org/education/educational-materials/learning-environment/online-educational-unit/my-doll-rozner.html
- *Note: the table of contents can be accessed from the book icon in the lower left corner.*
- Start by introducing Yael as an adult who is grown up now living in Israel. She wants to tell the children a story about something that happened to her when she was young.
 - *You can find a picture of Yael as an adult by accessing the table of contents (through the lower left-hand book icon) and clicking on "The End of the War."*
- Each week, read a section or two of the story. This is Yad Vashem's recommended breakdown (*but you should gear the time to your students' attention spans*):
 - Section 1 – Life before the war and the move to the ghetto
 - Sections 2 and 3 – Moving into the cellar and imagination games
 - Sections 4, 5, and 6 – Mother leaves and returns to the ghetto, gives Yael the doll
 - Sections 7 and 8 – Leaving the ghetto
- Discuss the story as you read it.
 - At the end of some sections, you can click the ? icon that appears in the lower right corner and find discussion questions.
 - Discussion questions can also be accessed under the "Teacher's Guide" tab.



Extension activities:

- Have the children tell the story from the doll's point of view.
- Discuss what they think Yael told her grandchildren when she showed them the doll.
- *Additional extension ideas can be found under the "Teacher's Guide" tab.*

Notes on staying age-appropriate:

- Discuss this as a story that Yael, who is now an old woman, wants to tell them about what happened when she was young. By starting in this way, we make it clear that Yael survives whatever happens to her and grows up.
- Talk about this as something that happened to Yael *a long time ago in a faraway place*. This prevents them from fearing it might happen to them.
- Never ask them to think about what they would do in Yael's place. Ask instead what they think Yael did. For the extension activity, ask them what the doll felt, not what they would feel in the doll's place.
- Be sure to stay within the children's normal attention span and not try to read too much each week.



I Wanted to Fly like a Butterfly

For Grade 3

This lesson plan was developed by Deborah Fripp for the Teach the Shoah Foundation based on Yad Vashem's teacher's guide.

Objective: Introduce the complexities of hiding during the Holocaust.

Estimated time: 30 minutes per class, for 6 to 8 classes

Essential questions:

- How sort of difficulties did children in hiding have to deal with?
- What was the impact on the people who were hiding them?

Essential lessons:

- Children in hiding had to learn to be quiet and unnoticeable.
- Hiding Jews had a big impact on the lives of the non-Jews hiding them.

Materials:

- *I Wanted to Fly like a Butterfly: A Child's Recollections of the Holocaust* by Naomi Morgenstern

Procedure

- *Note: this book is divided into color-coded chapters to help you organize your reading.*
- Start by introducing Hannah as an adult who is grown up now living in Israel. She wants to tell the children a story about something that happened to her when she was young.
 - *You can do this by reading the blue-grey chapter on pages 36-38 first.*
- Each week, read a few sections of the story. Here is one possible breakdown (*but gear the time to your students' attention spans*):
 1. Pages 3 to 6 (blue, gold) – before the war and the yellow star
 2. Pages 9 to 11 (dark blue, tan) – moving to the ghetto, the synagogue
 3. Pages 12 to 15 (light green, grey) – school is closed, deportation
 4. Pages 16 to 20 (brown) – escape and hiding in the forest
 5. Pages 20 to 23 (dark grey) – parting from father
 6. Pages 24 to 29 (purple, amber, light brown) – hiding in Warsaw
 7. Pages 30 to 36 (green, yellow, blue-grey) – the end of the war and life after
- Pause to discuss the questions in the teacher's guide for each section as you read.
 - *Be careful, however, because some of the descriptions in the teacher's guide are not age-appropriate for your students. Do not read these descriptions to the students – use them as context for yourself.*



Extension activities:

- Write a letter to Hannah at her address in the back of the book. She will send you a picture of herself with her grandchildren (now all grown up).
- Make a megillah of the story, drawing pictures for each section.

Notes on staying age-appropriate:

- If there are sections that seem difficult or beyond the maturity level of your students (e.g. the burning of the synagogue), you have two options:
 - If the section does not directly impact the flow of the story, skip the section.
 - Read the section but do not stop to ask questions. That part of the story will then flow over the students and they will be less likely to focus on the specifics.
- Be sure to stay within the children's normal attention span and not try to read too much each week.
- Never ask them to think about what they would do in Hannah's place. Ask instead what they think Hannah did.
 - Do not, for instance, try to have them imagine or play out what it was like to pretend to be a potato. Instead, have them consider what it felt like for Hannah.
- Discuss this as a story that Hannah, who is now an old woman, wants to tell them about what happened when she was young. By starting in this way, we make it clear that Hannah survives whatever happens to her and grows up.
- Talk about this as something that happened to Hannah *a long time ago in a faraway place*. This prevents them from fearing it might happen to them.



Children in the Ghetto

For Grades 4 to 5

This lesson plan was developed by Deborah Fripp for the Teach the Shoah Foundation based on the plans produced by Yad Vashem for their interactive street.

Objective: "To expose students to the Holocaust in a way that is suitable for them both emotionally and cognitively." (*Yad Vashem, Children in the Ghetto Lesson Plans*)

Estimated time: 15 to 30 min per class (*depending on student interest*), for 6 to 8 classes

Essential questions:

- What was life like for children living in the ghetto?

Essential lessons:

- Life in the ghetto was difficult and different from normal life. However, Jews in the ghetto continued to educate their children and celebrate their holidays.

Materials:

- A computer with an internet connection. Flash player must be allowed on the site in order for the street to work.
- (Optional) A projector to project the street on the wall.

Procedure:

- Go to <http://ghetto.galim.org.il/eng/street.html> (be sure flash player is enabled)
- Let the students drive the computer.
 - Pick one student per week to be in control. Allow them to pick one icon or highlighted area of the street to click on.
 - If you have time to do more than one area, allow a different student to pick.
- Have the students work together through the readings and activities in each section.
- Spend some time discussing what they learned.
- *Some notes:*
 - *Some of the sections have interviews with survivors. These can be difficult to follow as they are often either not in English or the English is broken. They are subtitled but the subtitles can be difficult to keep up with.*
 - *Activities with pictures to which the students can relate are particularly good. E.g. Students may consider what it would be like to have to live in one room. Be careful not to try to get the students to imagine what life in the ghetto was like in a more general sense, however, as that could be traumatic.*



For more specifics:

- Specific lesson plans with step-by-step instructions and worksheets, can be found from Yad Vashem for several sections of the street (*Closure and isolation; Grownup children; Children's life in the ghetto; and Religion and tradition in the ghetto*). Go to <http://ghetto.galim.org.il/eng/about/lessons.html#lessonPlans>.

ISJL Note:

- If you are using the ISJL curriculum, we recommend you use this in the 5th grade and *Circles* in 4th. This is primarily because *Circles* is a particularly good match for the ISJL 4th grade curriculum.

Notes on staying age-appropriate:

- Never ask the students to think about what they would do in if they were in the ghetto. Ask instead what they think the children on the street did.
- Be sure to stay within the children's normal attention span and not try to do too much each week.



Circles

For Grade 4-7

This lesson plan was developed by Deborah Fripp for the Teach the Shoah Foundation.

Objective: Learn how Jews were able to maintain their religious practice during the Holocaust.

Estimated time: 15 to 30 min per week for 4 to 6 weeks

Essential lessons:

- Some practices had to be modified but Jews in the Holocaust continued to celebrate religious holidays, even in the ghettos and camps.

Materials:

- *Circles Kit*

Procedure:

- *The best procedure will vary depending on the size of the class:*
 - For a large class, choose 2 to 3 booklets to work with in each week.
 - Divide the class into 2 to 3 groups
 - Allow each group to go over the booklet together and discuss it
 - Have the groups come back and report to the complete class
 - For a smaller class, choose 1 booklet per week and go over it as a class
- For each booklet, read the sections of the booklet and discuss.
 - Discuss how different people responded differently. For instance, some people will say they loved the holidays, even when it was difficult to celebrate them. Others will say the holidays reminded them of all they had lost.

Comments and considerations about individual booklets:

- *Shabbat* and *Tu B'Shvat* provide a good way to discuss how people in the ghettos had to modify their practice in order to continue their celebrations.
- *Chanukah*, *Purim*, and *Passover*, being freedom-oriented holidays, had particular resonance with the Jews of the Holocaust. Be sure to talk about how a celebration of freedom changes when you are not yourself free.
- The *Bar/Bat Mitzvah* booklet can have particular resonance with students preparing for their own b'nai mitzvah.



- The booklets on *Prayer* (which discusses the High Holy Days) and *Kaddish and Commemorations* need a slightly more mature audience. Although they are age-appropriate for these students in terms of Holocaust content, the religious concepts may be over their heads. Go over these booklets carefully before choosing to use them.
- The *Circumcision* booklet should be used judiciously, depending on the age and maturity of the students. *We do not recommend using this booklet with 4th or 5th graders.*
 - The Holocaust-related issues of circumcision require a certain level of maturity on the part of the students. Circumcision was one of the ways that Jewish men could be identified as Jews. Jewish men were often found shot with their pants around their ankles, their identity as Jews having been confirmed by their circumcision. The question of whether to circumcise boys born during the Holocaust was therefore a major issue for parents. While this dilemma could make an interesting discussion with older students, it is likely to be too complex and disturbing for younger students.
 - If you do choose to use this booklet, one suggestion to make this easier is to start by showing the students Mel Brooks' circumcision scene from *Robin Hood: Men in Tights* (search the internet for "Robin Hood Men in Tights circumcision" and you should find a 2 to 3-minute video). This will allow you to get the giggles out and move on to discussing the issues in a serious way.

ISJL note:

- The ISJL 4th grade curriculum concentrates on holidays. This unit is therefore a good match for that curriculum and we recommend using it in 4th grade with the ISJL.
- In this situation, rather than doing this unit over 4 to 6 continuous weeks, bring out the appropriate booklet when discussing a holiday. Spend 15 minutes discussing how the holiday in question was celebrated during the Holocaust.

Notes on staying age-appropriate:

- Never ask the students to think about what they would do in if they were in the ghetto or camps. Ask instead what they think the people in the booklet did.
- Be sure to stay within the children's normal attention span and not try to do too much each week.
- See the *comments and considerations about individual booklets* section above for age-related considerations for particular booklets.



Responsa from the Kovno Ghetto

For Grades 6-8

This lesson plan was developed by Deborah Fripp for the Teach the Shoah Foundation.

Objective: Illuminate difficult issues confronted by Jews in the ghetto.

Estimated time: 55 minutes per week, for 3 weeks

Essential lessons:

- Orthodox Jews in the Holocaust continued to consult with their Rabbis about issues.
- Rabbis did not always agree on the answers.

Materials:

- *Holocaust Responsa in the Kovno Ghetto (1941-1944)* by Ephraim Kaye
- Copies of the sources lists on p18 to 21 and the "Supplementary Material for Q2"
- Copies of student worksheets and/or a white board and markers (or the equivalent)

Procedure:

- Introduction to the concepts (20 min on week 1)
 - Introduce the idea of responsa literature, as found in the Introduction on p3-4
 - Describe the historical context of the Kovno Ghetto, as found on p11-14
- Consider one of these dilemmas per week as a class.
 - With a large class, divide the class into three groups. Allow each group to consider one dilemma and then report back to the class.
- Go over the question, when it was asked, and the context in which it was asked. Have the students fill out Student Worksheet 1, or write the information on the board. (10 min)
- Read through the sources and discuss which of these indicate that the answer should be yes vs no. Use Student Worksheet 2 or make a similar table on the board. (20 min)
- Have the students decide what they think the answer should be. (5 min)
- Compare the class' answer to Rabbi Oshry's answer, as found in the book. (10 min)
 - For Question 2, also discuss the answers from other rabbis, found in the Supplementary Material for Q2. Note that rabbis often disagree. (5 to 10 min)

Notes on staying age-appropriate:

- Never ask the students to think about what they would do in if they were confronted with these dilemmas. Ask instead what they think the people in the book did.
- While you will need to discuss the risk of death, avoid discussions of mass murder, killing pits, and death camps.



Supplementary Material for Question 2

Source: *The Echo of the Nazi Holocaust in Rabbinic Literature, Great Britain*
by Dr. H.J. Zimmels, Ktav Publishing House, 1977, pp. 77-81.

[Also found in footnote 17 on page 31 of *Holocaust Responsa from the Kovno Ghetto* by Ephraim Kaye.]

There are questions in the responsa as to whether a Jew is permitted to obtain a certificate of baptism to save his life. In fact, the holder of such certificates had not been baptized, nor did he declare "his willingness to do so." In different countries (Poland, Slovakia, Hungary, Lithuania) at different times during the war, rabbis were asked the same question: "May a Jew obtain a certificate of baptism to save his life?"

Poland – Rabbi Dr. Jacob Avigdor (Chief Rabbi and av beyt din of Drohobycs and Boryslaw) ... relates that his beyt din had to deal with the question, asked by many religious Jews, whether they were permitted to use documents certifying the holders to be Christians and disguise themselves as Christians...

All of them felt that they were living in completely different conditions and that the law of "better to die than to transgress" would therefore not apply. The law applied when the enemy came and demanded that a Jew transgress the prohibition of idolatry, murder, or immorality, and if that latter should not do so he would be killed. In such a case the Jew must give up his life and refrain from complying with the order of the enemy...

But as far as they were concerned, the matter was quite different. The Germans on no account wanted the Jews to use such certificates, they even prohibited genuine baptism under pain of death.

On the other hand, if a Jew was living in the ghetto and did not rebel and did the work imposed on him – in those early days he was not removed to be killed. But if a Jew was caught having a certificate stating he was [baptized] even at the beginning of the Nazi rule, [he was] immediately killed.

Hence, if after that order had been issued, a Jew acquired such a certificate, his action entailed great self-sacrifice...

How could they, the beyt din, decide that it was forbidden to hold such a certificate? By giving such a ruling, they would have strengthened the decree of the Nazis. (R. Jacob Avigdor, *Heleq Ya-aqov*, III, Mexico, 1956)



Student Worksheet 1: Context

1. Write down the question.
2. When was the question asked?
3. What was the context in which the question was asked?
What were the Jews experiencing at the time?



Student Worksheet 2: Arguments

Use this table to write down the arguments for and against this question.

Question:

Yes, Permitted	No, Prohibited



Through Our Eyes/Return to Life

For Grades 6-8

This lesson plan was developed by Deborah and Michael Fripp for Congregation Kol Ami.

➤ **Overview**

Objective: Understand Jewish life before, during, and after the Holocaust.

Estimated time: 55 minutes per week, for 4 weeks

Essential questions:

- What was life like before and how did it change over the course of the war and after?
- How was it possible for the Jews to go from tightly integrated into society to so isolated that they could be forced into ghettos and camps?
- How much of their culture were Jews able to maintain in the ghettos and camps?
- How were they able to rebuild after what they had experienced?

Essential lessons:

- The Jews in the Holocaust were regular people, much like us.
- Some were able to maintain their culture, humanity, and hope in the ghettos and camps.
- Isolating people takes specific effort and can lead to bad outcomes.
- After the war, the Jews rebuilt their lives, although it was difficult.

Materials:

- *Through Our Eyes: Children Witness the Holocaust* by Itzhak Tatelbaum
- *Return to Life* educational kit
- Whiteboard and markers (or equivalent method for whole-class writing)

Lessons (one per week):

1. How life changed (*comparing life before the Nazi rise to power to life in the ghetto*)
2. How did we get from there to here? (*how the Nazis were able to isolate the Jews*)
3. Life changes again (*life in the camps*)
4. What do we do now? (*how the survivors were able to move on after the war ended*)

Notes on staying age-appropriate:

- Never ask the students to think about what they would do in if they were confronted with these dilemmas. Ask instead what they think the people in the book did.
- While this unit discusses labor camps, try to avoid mentioning gas chambers, death camps, or other aspects of mass murder.



➤ **Lesson 1: How Life Changed**

Objective: Compare life before the Nazi rise to power to life in the ghetto.

Questions this lesson addresses:

- What was life like before and how did it change?
- How did they survive physically?
- How were they able to maintain their culture?

Essential lessons:

- These were regular people.
- They were able to maintain their culture, humanity, and hope.

Plan:

- Select pictures and testimonials from chapters 1 and 7 of *Through Our Eyes*.
(Do not use all of them – there are too many. See below for recommendations.)
- Have them look at the pictures and read the statements aloud and tell what they see/hear.
- Make charts of these on the board, comparing life before vs. in the ghetto. Note what is similar, what could not be continued, and what was continued in a different form.
(Potential topics: school, housing, food, leisure time, religious life, etc.)

Recommended selections:

- Chapter 1
 - P15: School: pictures, Dora
 - P17: Music: guitar picture, Hanna S. & Anna H.
 - P19: Recreation: pictures, Liliana & Kitty
 - P23: Synagogue: pictures, Alicia
 - Ask: What kind of houses did they live in? What did they eat?
- Chapter 7
 - P77: Ghetto: pictures of the wall, Sima
 - P78: Housing: Miriam + homelessness picture on p80
 - P79: Life: Yitskhok
 - P80: Life: Eva & Charlotte
 - P82-83: Physical Survival: all 3 testimonials and Reflection at bottom
 - P85: School: Sara S. & Warner
 - P87: Synagogue: pictures, Judith
 - P89: Helping each other: Pictures, Motele's poem



➤ **Lesson 2: How Did We Get from There to Here?**

Objective: Explore how the Nazis were able to isolate the Jews from the rest of society.

Question this lesson addresses:

- How was it possible for the Jews to go from tightly integrated into society to so isolated that they could be forced into a ghetto?

Essential lessons:

- Isolating people takes specific effort.
- Once a population is isolated, bad things can happen.

Plan:

- Select pictures and testimonials from chapters 2 to 6 of *Through Our Eyes*.
(Do not use all of them – there are too many. See below for recommendations.)
- Have them look at the pictures and read the statements aloud and tell what they see/hear.
- Draw a stair-step on the board. Label the stairs with each step of the process of isolation (loss of rights, being forbidden from school, destruction of property, humiliation, isolation through the yellow star).

Possible supplements:

- Is it possible to prevent the isolation and subsequent bad things by objecting?
 - Denmark refused to let their Jews be marked and when the Germans came to round up the Jews, the Danes rescued them. The Germans allowed the rescue in order to prevent the spread of opposition to the occupation.¹
- Should we speak up when people talk about isolating a population?
 - During the 2016 election, suggestions were made about banning or isolating the Muslim population. Should we speak up? At what point? Should we speak up when people are only talking about it or wait until laws are being proposed?

Recommended selections:

- Chapter 2
 - P30: white section, Susan, Boycott picture – why is there a soldier standing there?
Answer: to keep Germans out – the boycott was a failure because the Jews hadn't yet been isolated from the rest of the population.
 - P31: white section, Liliana and Chava
 - P32-33: pick one testimonial
 - P36/37: Discuss "For Reflection" questions 1 & 4
 - *Note: if you want to discuss propaganda, use pages 34-37, but this needs a separate class.*

¹ For additional information on Denmark, see the Supplemental Information at the end of this plan.



- Chapter 3
 - P41: Bernhard Rust, Erica
 - P43: white section, lithograph
 - P44: quote in white section
- Chapter 4
 - P49-50: pick from both the white and tan sections, consider "For Reflection" question 1
- Chapter 5
 - P56: timeline
 - P59: white section, Hanna D
 - P60: pictures, white section, Jacku
 - P61: Eva, For Reflection
 - P62-63: pick some
- Chapter 6
 - P68: Rosemarie & Macha, also Livia on P69 and Agnes on P70
 - P73: For Reflection question 1, *and 6 if you think they would be able to answer it.*

➤ **Lesson 3: Life Changes Again**

Objective: Understand life in the camps.

Questions this lesson addresses:

- How did life change when they got to the camps?
- How did they survive physically?
- Were they still able to maintain their culture?

Essential lessons:

- Essential aspects of life were broken – family, home, freedom, identity, feelings of safety.
- Some were able to survive and to maintain their culture, humanity, and hope, although barely.

Plan:

- Select pictures and testimonials from chapters 8 to 10 of *Through Our Eyes*.
(Do not use all of them – there are too many. See below for recommendations)
- Have them look at the pictures and read the statements aloud and tell what they see/hear.
- If you still have the chart of life before vs. life in the ghetto, add life in the camps to that chart.
- Ask: *What are the questions the kids in the book are asking?* Write them on the board. Remember, avoid asking the students to place themselves in the position of the kids in the book.



Recommended selections:

- Chapter 8
 - P93: History/Timeline
- Chapter 9
 - P99: Vladka
 - P101: Livia, packing list
 - P107: David B
 - P108: Sara S
- Chapter 10
 - P110: Sara S
 - P113: Barry
 - P115: Mel
 - P117: Miriam
 - P120: Jacob
 - P121: pick some or read all
 - P122: pick some or read all
 - P125: Simcha & David B (*these are essential for the 2nd Essential Lesson*)
 - P127: Simcha, discuss the For Reflection question

➤ ***Lesson 4: What Do We Do Now?***

Objective: Learn how the survivors were able to move on after the war ended.

Questions this lesson addresses:

- How do you go on and rebuild after something like this? Do you get revenge? Or do you find a way to rebuild life?
- Survivors say: "Grandchildren are the best revenge." What do they mean by that?
- Why Israel?²

Essential lessons:

- It is difficult to move on from a trauma of this nature.
- "They did not get revenge, they got married" – they rebuilt their lives.
- Israel was the only place that they could count on.²

Plan:

- Have the posters laid out around the room when the students arrive. Allow the students to walk around and consider the posters before class starts.
- *Discuss as many of these sections as desired. Discussing all of these may require two classes. Spend around 10 minutes on each.*
- *Liberation:*
 - Consider posters 2 to 4; read testimony from Yitzhak Zukerman on p13
 - Discuss: Why was liberation not joyous for everyone?

² The 6th grade class at Congregation Kol Ami has a strong focus on modern Israel and this lesson connects to that. If your class does not have such a focus, you may want to concentrate on other aspects of this lesson.



- *Jewish Brigade:*
 - Consider poster 5; read testimony from Hanna H on p14
 - Discuss: What did the existence of Jewish soldiers from Palestine mean to survivors?
 - *If necessary, spend a few minutes discussing the status of Palestine at the time.*
- *Trying to return home (and the Kielce Pogrom):*
 - Consider poster 8; read testimony from Sara Palger-Susskind on p 16
 - *Have read the testimony regarding the Kielce pogrom on p17 before class. Use this to inform an age-appropriate discussion of the pogrom.*
 - Discuss: What did the Jews find when they returned home?
 - *Discuss the views of the non-Jews, including their continued antisemitism.*
 - *Many found their homes were destroyed or occupied by someone else.*
 - *Extension for older or more mature students:* Read Primo Levi's testimony on p16. Discuss the difficulty many survivors had letting go of their experiences.
- *Escape to the DP camps (Bricha):*
 - Consider posters 9 and 10 and the escape route map on p26
 - *Have read the section "The Flight from Poland" on p 37-40 to inform your description of this to the students.*
 - Discuss: Why would people flee back to the very camps they had just escaped?
- *In the DP camps:*
 - Consider posters 6, 7, and 11 to 14 (the translation of poster 14 is on p29)
 - Read testimony from Pinhas Varshavsky on p19
 - *Have read the sections "In the Displaced Persons Camps" and "To Live Normal Lives" on p 40-42 to inform your description of this to the students. Note that the final DP camp did not close until 1956.*
 - Discuss this question: What was life like in the DP camps?
- *Homes Abroad (Israel and the US):*
 - Consider posters 17 to 20; read testimony from Malina Grav on p 20 (regarding the US) and from Irit Kruper on p 24 (regarding Israel)
 - Discuss: Why did they want to leave Europe? What did they find when they arrived in their new homes?
 - *Optional: if you have time or class interest, discuss Cyprus and the illegal immigration to Palestine with the testimonies from Yitzhak Ganoz on p21 and Yitzhak Yalon on p 23.*
- *Optional/Alternative: view and discuss the film*
 - *We recommend you watch the film first to decide which section to use and how to discuss it with the class.*



Supplemental Information for Lesson 2

from Yad Vashem (www.yadvashem.org)

Denmark

The southernmost country in Scandinavia. Approximately 7,800 Jews lived in Denmark before World War II. Of those, some 6,000 were native Danes, and the rest were refugees, many of whom were children from the Youth Aliya and Zionist Youth Movements. Other refugees had fled to Denmark in the years preceding the war. However, between 1934 and 1938 the rules regarding foreign refugees were tightened, thus the majority of the 4,500 Jews who had sought shelter in Denmark, left the country.

The German army occupied Denmark on April 9, 1940. The Danes did not challenge German control, so the Germans agreed to let them continue running their government and army independently. Included in the agreement was a clause calling for the protection of the Danish Jews, a point that the Danes stubbornly insisted upon. Thus, for the next few years, the status of the Jews did not change.

However, by the spring of 1943, the situation deteriorated. Encouraged by the victories of the Allied forces against the Germans, Danish resistance groups increased their activities. This caused tension between the Danes and the Germans, leading the Germans to rethink the status of the Danish Jews. When the Zionist youth discovered what was happening, many tried to escape the country. Some tried to flee to southern Europe by hiding under train cars, but their attempt failed. Others succeeded in escaping to Sweden from Bornholm Island by boat.

In late August 1943, after refusing to comply with the Germans' new demands regarding the Jews, the Danish government resigned in late August 1943. Werner Best, the German minister in the Danish capital of Copenhagen, decided conditions had ripened for a proposal to the Nazi leadership in Berlin that Danish Jews be deported. He subsequently developed second thoughts, for fear that his own relationship with the Danes be harmed. Despite this, on the eve of October 1-2, 1943, German police commenced arresting Jews. However, several German sources, chief among them the German legation's attaché for shipping affairs, Georg Ferdinand Duckwitz, leaked this information to Danish groups, who immediately warned the Jews. The Danes – reacting spontaneously and humanely – helped Jews reach the beach, and Danish fisherman took them to Sweden aboard their boats. The Swedish government announced that it would accept all refugees from Denmark, and the Danish resistance organized the escape of the remaining Jews. The king of Denmark, Christian X, in conjunction with the heads of the Danish churches, objected to the deportation. Within 3 weeks, 7,200 Jews and about 700 of their non-Jewish relatives were taken to Sweden.

Even though Rolf Guenther, Adolf Eichmann's assistant, failed in his general mission to deport Danish Jewry, approximately 500 Jews were still arrested. Of these, some Zionist Youth and Youth Aliya children were sent to Theresienstadt. The Danish government strongly protested the deportations, demanding a group of Danish representatives be allowed to visit Theresienstadt. In the summer of 1944, the Nazis set up a fake "model ghetto" for the visit of the Danes and an International Red Cross. Even so, no Danish Jews were sent to Auschwitz. Most were moved to Sweden just before the war ended.

The manner in which the Danes looked after and saved their Jewish community is considered one of the most heroic and humane aspects of World War II, and is still admired today. Legend has it that King Christian X himself donned a Jewish badge, in solidarity with the Jews of Denmark. The story is fictional (as Danish Jews were never forced to wear badges), but it powerfully depicts the Danish king as a model of courage and a symbol of commitment to his country's Jews.



The Daughter We Had Always Wanted

For Grade 8

This lesson plan was developed by Deborah Fripp for the Teach the Shoah Foundation.

Objective: Give the story of the Holocaust a personal face with the true story of a child in hiding.

Estimated time: 15 to 30 minutes per week, for 6 to 8 weeks

Essential questions:

- What was the impact on Jewish children of hiding by pretending to be non-Jews?

Essential lessons:

- Children in hiding sometimes had to deny their Judaism and even pretend to be antisemitic to fit in with the non-Jews around them.
- Some of these children had difficulty reclaiming their Jewish identity after the war.

Materials:

- *The Daughter We Had Always Wanted*, by Naomi Morgenstern

Procedure:

- Each week, read a section of the story. Gear how much you read to the students' attention span and the time you have in class. Try to end at the end of a chapter.

Here is one suggested breakdown:

1. Marta (p5-16): *Instead of starting with the past; Once upon a time; Happy memories; Life changes;*
2. Separations (p17-28): *An opportunity to save Lunia; Where did Dusha Go?; One day I went with mother to the pharmacy*
3. Kryshya (p29-39): *We must part; Kryshya; Lydka; Who will be there when I arrive?*
4. Becoming Kryshya (p40-50): *How to behave in Warsaw?; How does one play in the courtyard?; Kryshya is a student in school*
5. Being Kryshya (p51-68): *I can be counted on; Mrs. Czaplinska saves my life; The war is over; Returning to Warsaw*
6. Kryshya or Marta? (p69-83): *Grandfather wants me; I want to go to Mrs. Czaplinska; Marta or Kryshya; In the children's home*
7. Israel – reclaiming Marta (p84-100): *En route to the land of Israel; Alone with everyone; Michael; Leiser and Pesya; From 1948 until today*



- After the first week, begin each week by discussing what you read the previous week.
- End each reading with a discussion of what is happening in the story. Allow the students to ask questions and comment. In the later chapters, be sure to talk about the difficulties Marta is having reclaiming her Jewish identity.

Notes for the ISJL and other curricula with 8th grade Holocaust programs:

- Many religious school curriculum sets include an in-depth Holocaust unit in the 8th grade, including the curriculum from the Institute for Southern Jewish Learning (ISJL).
- *We recommend using this unit as part of the in-depth Holocaust curriculum.*
 - By giving the students a single individual to follow, they are drawn into the story.
 - This story is can help kick-start discussion within the more in-depth curriculum.

Yom HaShoah Programs





Say Something

Yom HaShoah program for Pre-Kindergarten to 2nd Grade

This lesson plan was developed by Violet Neff-Helms for Congregation Kol Ami and the Teach the Shoah Foundation.

Objective: Each student will think about what they can do when they observe an incident of name-calling or bullying, but are not being called names or bullied themselves. Students will learn that adults can be bullied also.

Estimated time: 30-45 minutes including craft extension

Essential lessons

- Students will understand what it means to be a bystander to bullying or name-calling.
- Students will think about how one might act as a bystander to bullying, and learn to differentiate between times when a student can “take a stand” and times when a student needs to ask an adult for help.
- Students will listen to a variety of bullying scenarios via demonstrations by the teachers, and decide how they might act in order to interrupt the bullying behavior.

Materials:

- *Say Something* by Peggy Moss
- Bully Illustrations: before you begin, draw two examples of what students might predict a bully to look like on the board, one mean-looking and one normal-looking.
- Scenarios: cut out the cards at the end of this plan for adults to role-play
- *For craft extension:*
 - Paper
 - Crayons
 - Tape

Procedure:

- Read *Say Something* to the students.
- Have students respond to these questions:
 - What is a bully?
 - Have you ever been bullied? Have you ever witnessed someone being bullied?
 - What did you do? Why?
- Bully illustrations:
 - Ask the students, “What does a bully look like?”
 - Show the two Bully Illustrations. Ask which they think looks like a bully.
 - Discuss their responses.
 - Many students will choose the meaner-looking student. Discuss as a class that a bully can look like anyone.



- Responding to scenarios:
 - Explain that even adults can be bullied.
 - Have two adults role-play the bullying scenarios on the Scenario Cards.
 - *There are two types of scenarios: "bully directly" and "bully to 3rd person"*
 - *"Bully directly" scenarios are words or actions from the bully directly to the adult responder. These scenarios are playing out what the adult should do when bullied.*
 - *"Bully to 3rd person" scenarios are words or actions from the bully to a 3rd adult. The responding adult is a bystander deciding what to do when observing the bullying.*
 - For each scenario,
 - Have the adult playing the bully say the bully's line
 - Have the students discuss what the other adult should say and do. A suggested response is on the bottom of the card.
 - Have the adults play out the agreed-on response.
 - The adult playing the bully should continue to say things along the same lines as the original line.
 - The adult(s) playing the responder should play out the response.
 - If there is disagreement about what should be done, try out several different responses and see how they feel.

Craft extension:

- Students create a chain of the names of their living Jewish relatives.
 - As you have explained that adults too can be bullied, tell them, "A long time ago, in another country, adults were bullied because they were Jews. The bullies tried to make us all go away, but we did not."
 - The paper chain serves as a tangible proof of our survival.
- Hang the chain in the classroom or in the hall for other classes to see.



SCENARIO CARDS

Bully Directly Scenarios

Bully directly:

I think you are such a stupid person. You do stupid things!

Suggested response:

"Everyone has bad days." Responder turns and walks away, and does not answer, no matter what the bully continues to say.

Bully directly:

Why do you wear your hair like that? Girls/boys aren't supposed to wear their hair that way!

Suggested response:

"Wow! Thanks for taking such an interest in me. You are so thoughtful." Then walk away and ignore any further comments.

Bully directly:

Takes your property

Suggested response:

Say, "you know that's not right." Walk away, do not stop, tell an authority.

Bully directly:

Your shoes are ugly. Why do you wear such ugly shoes?

Suggested response:

Laughing, "They are ugly, aren't they! Ha!" Responder turns and walks away, no matter what the bully continues to say.



SCENARIO CARDS

Bully to 3rd person Scenarios

Bully to 3^d person:

You shouldn't be here. You don't belong with us.

Suggested responses (options):

- (1) Just walk up to and stand beside them (this can make them feel stronger).
- (2) Take their hand (to let them know they are not alone).
- (3) Ask them to come with you. Walk away from the bully.
- Ignore whatever else the bully says.

Bully to 3^d person:

Why do you wear such stupid clothes? Normal people don't wear clothes like that.

Suggested responses (options):

- (1) Just walk up to and stand beside them.
- (2) Say, "Well, I like her/his outfit"
- (3) Ask them to come with you. Walk away from the bully. Ignore whatever else the bully says.
- (4) Talk to an adult/authority figure.



Keeping the Memory Alive Poster Session

Yom HaShoah program for Grades 3 to 5

This lesson plan was developed by Deborah Fripp for the Teach the Shoah Foundation.

Objective: Give the students a chance to process what they have learned about the Holocaust.

Estimated time: 30-45 minutes

Essential questions:

- What are you taking away from your Holocaust lessons?

Essential lessons:

- There are many ways to respond to the Holocaust. All are valid.
- The Nazis tried to kill us, but they failed. We are still here. The Jewish community survived and continues to thrive.

Materials:

- *Keeping the Memory Alive* posters from 2012 and 2014
- Remove the following posters as not age-appropriate, too confusing, or generally regarding aspects not yet covered (artists are listed at the bottom of the posters):
 - From the 2014 set:
 - *Caroline Leger (Leave your children at the station...Don't cry)*
 - *Ellie Maskell (Train tracks to death camps)*
 - *Grinka Ksenia (Chimney)*
 - *Marko Watt Kunst (Auschwitz gate – Erinnern Macht Frei)*
 - *Ofer Shemesh (Factory with Hebrew writing)*
 - From the 2012 set:
 - *Aude Benhaim (child behind words)*
 - *Ondrej Jiraska (Zide)*
 - *Malki Wiegner (erasing the words)*
 - *Martin Pasquier (fuzzy page)*
 - *Ohad Zlotnick (57 vs 148 on a train)*



Procedure:

- Lay out the posters around a room where the students can walk around and view them.
- Have the students walk around the posters and pick one or two that speaks to them
(5 to 10 minutes)
- Have each class get back together and discuss what they saw. (10 to 15 minutes)
 - Each student should describe to their classmates which poster(s) they picked and why it spoke to them.
 - Have each class pick one or two posters that spoke to them as a group.
- Come back together as a group with all the classes. (10 to 15 minutes)
 - Have each class show the poster(s) they picked to the whole group and described why they picked it.
 - *Note that it's ok if multiple classes pick the same picture. They are likely to have different reasons for picking it.*
 - *Classes often have trouble picking one poster. Allow them to pick up to two.*
- Pull out the poster of the red child looking up (by Peter Chemla).
 - *There are two ways to look at this poster. Be sure that you can see both:*
 - If you focus on the black, you will see a Nazi soldier looking down at the child. If you look carefully, you will see the child's eye is a star of David and the Nazi's eye is a swastika.
 - If you focus on the grey, you will see the child looking up at a starry night sky behind hills. The hills resemble the hills around Jerusalem.
 - Show this poster to the students and ask what they see.
 - *They will point out one or the other version. Ask if anyone else sees something different. Generally, someone will see the other.*
 - Make sure that everyone can see both ways of looking at this poster.
 - Tell the students that this poster represents what we are trying to teach them in their Holocaust lessons.
 - Nazis did horrible things and we need to know about that.
 - But we survived. We are still here and in fact, we now live in Jerusalem again. The Nazis failed, and this is one of the most important points.
 - Discuss other lessons about Jewish resilience that you want to be sure that your students take away from the program.
 - Ask for questions and allow discussion if the students desire it.

Remember to stay age appropriate in your discussion.

- Let them respond naturally to the posters. All emotions are OK, from tears to anger to numbness to nothing at all.
- Be open to all the questions that these images may raise. Try to stay age-appropriate in your answers.



Light from the Darkness

Yom HaShoah program for Grade 6 and up

This lesson plan was developed by Deborah Fripp for the Teach the Shoah Foundation.

Objective: To memorialize the Holocaust in a way that helps us learn its lessons.

Estimated time: 45 minutes plus discussion time

Essential lessons:

- We must remember both the horrible things that were done to us and the strength with which we met that horror. We must also remember the courage of those who helped us.
- We must take our understanding of what happened to us into the future by working for peace and justice in the world.

Materials:

- *Light from the Darkness* (1 copy per person)
- Two candles and holders: a fancy candlestick and an upside-down cup or jar
- Rosemary sprigs
- Potato skins (*peel the potato, rinse the skins, cook for 1 min in the microwave*)
- A bowl of salt water
- A child-made drawing that represents Judaism to them (*see below*)
- Unpeeled oranges (*whole or cut into quarters or eighths. Bite-sized pieces are best for ease of eating. Tangerines work as well.*)
- Fruits with pits (*"whole" olives, dates, or cherries, not "pitted", which have the pits removed. Bite-sized fruits are best.*)
- Challah
- Grape juice
- Sweet Tea
- Yahrzeit candle
- Matches or lighter
- Cups
- Plates
- Napkins



Preparation: The Child's Drawing

- You will need a drawing made by a child of something that represents Judaism to them.
- You can ask someone in your community to create this for you.
- You can also use this as a program in itself, done the week before Yom HaShoah.
 - *Option 1:* Have your students make drawings.
 - *Option 2:* Use this to involve younger students. Have the younger students make drawing and tell them you will use them for the older students' program.
 - In either case, pick one that you like for the table. Hang the rest on the walls around the room where the ritual will take place.

Set-up for the ritual:

- Prepare the potato skins and salt water, cut the oranges.
- Set out plates with potato skins, rosemary sprigs, oranges, and fruit with pits around the table so everyone has access to them.
- Put two cups, a plate, a napkin, and a copy of the book at each person's place.
 - Pre-pouring the juice and tea will make for a smoother ceremony
- (*Optional*) You can also put out a third set of cups and pitchers of water for drinking.
- Place the candlesticks, the yahrzeit candle, the challah, and the child's drawing in the center of the table, along with the matches/lighter, the grape juice, and the tea.

Procedure:

- Use *Light from the Darkness* to perform the ritual described in it.
 - Additional ideas to add richness to the ritual can be found in the leader's guide in the back of the book and at www.TeachtheShoah.org.
- (*Optional*) Use the "Consider" questions scattered through the book and the "Discussion Questions" at the back to stimulate discussion during and after the ritual.

Note:

- This also works well as a community program.

